MECO803

Social Media

S2 Day 2019

Department of Media, Music, Communication and Cultural Studies

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Senior Lecturer
Theresa Senft
theresa.senft@mq.edu.au
Contact via Email
10 Hadenfeld Ave Room 147
Please make appointment by email

Credit points
4

Prerequisites
Admission to MCreIndMFJ or MFJ or MCreInd or MIntComm or MIntCommMIntRel or
MIntBusMIntComm or MMedia or MCreIndMMedia

Corequisites

Co-badged status

Unit description
This subject will offer students an advanced understanding of the key role social media now
plays in professional media practice and of the way it is reshaping public debate and media
business models. It will involve students in integrating emerging online platforms and
technologies into media practice, including news gathering, feature and current affairs
production, and opinion writing. Students will analyse the way mainstream media
organisations are utilising social media to produce and augment media production and enlist
media users in producing content. They will also examine the way social and online media
have opened up new possibilities for media producers to bypass traditional media
organisations and attract large audiences using blogs, Twitter and Youtube.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are
available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

> Understand and apply the concept of the "networked self" to the study of social media,
> appreciating that well before the internet, social networks among humans formed the the
> bedrock of what most of us think of as "identity" in individual, group, private, public, local

and global permutations.

Learn how relationships between users of a social media platform are shaped by a range of factors beyond individual interaction and personal choice. These include but are not limited to: corporate policies; local laws; social norms; and accessibility issues (geographic, economic, linguistic, ability-based, etc.)

Outline the ways human interaction online is impacted by a range of platform-specific technological 'affordances,' designed to engineer some sorts of activity in the name of sociality, while obscuring others (e.g. data collection, tracking, monitoring, etc.) beneath the screen, in the name of profit..

Assess the increasingly important role that branding and celebrity plays in shaping expressions of identity (individual, group, corporate, national, activist, etc.) in the contemporary landscape, and analyse various types social media presence in terms of branding and fame theory.

Outline the challenges (logistical, legal, ethical) of applying "classic" research, design, communication, advocacy and/or public relations strategies to social media environments.

General Assessment Information

- All assessed material must be submitted using TurnitIn, using a template that will be provided for each assessment. The template will allow you to provide URLs to access video or other online materials, should you need to share those.

- Examples of relevant and related assessment tasks will be made available on iLearn and will be discussed in tutorials.

- Although you will share materials with other students in tutorials for draft responses, students have the right to reasonable privacy expectations outside the class. Throughout the semester, you will be shown how to post materials online so that they are not viewable by the general public (using private links on Google Drive, Dropbox, friends-locked YouTube and Web hosting sites etc.)

- Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (including weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

- Should you require it: link to access the MMCCS Session Re-mark Application

Assessment Tasks

Name	Weighting	Hurdle	Due
Illustrated Glossary Entry	50%	No	Week 5, Monday by 11 pm
Concept-Inspired Video	50%	No	Week 12, Monday by 11pm

Illustrated Glossary Entry

Due: **Week 5, Monday by 11 pm**
Weighting: **50%**

Purpose:

The purpose of this task is to assess your understanding of conceptual vocabulary used in social media studies.

Task:

In class, you will receive a list of concepts we have covered to date in class lectures, and a class bibliography, organized by concept. For this task, you will be expected to create a document that engages with ONE concept from our class list. You will begin by defining that concept for a general reader, and illustrate that concept, using THREE images of your choosing. Each image should be given an explanatory caption that makes it clear how you see it relating to the concept you've chosen to explain and explore. One of these captions should contain a quote from ONE concept-appropriate class reading, accompanied by your thoughts on that quote, along with an explanation of how you see the quote connecting to the image you chose.

While looking at your document, the viewer should be taken on a journey that moves from an "easy" and obvious understanding of the concept you've chosen, to more complex engagements. One example of a complex engagement would be a cross-cultural consideration of a concept (e.g. "here is an illustration what concept X looks like in a Chinese context.) Another way to illustrate complexity is via limit-case engagement (e.g. "ordinarily, this thing I'm showing wouldn't be described using concept X, but perhaps it should be…") Still another way to illustrate complexity might be through future trend engagement (e.g. "technological/economic/social changes may soon alter concept X so that it looks more like the image I show you here…") etc.

To help you assemble materials for this project, you will be provided a template, which we will work on together during class.

Marking Guidelines

Projects will be scored in two categories, for total of 50 points.

Conceptual understanding and communication: 30 points

Questions we'll ask when marking: Does the student seem to fully understand the concept they've chosen to engage for this project? Does the student seem to fully understand the quote they've chosen for this project? Do the words and images in this document clearly communicate

this understanding to someone unfamiliar with social media theory?

Rigor, sophistication and novelty of engagement (20 points) Questions we'll ask when marking: Does the student go beyond preliminary or surface-level definitions in this project to touch on deeper understandings of their chosen concept? Do their illustrations progressively move the viewer toward an r appreciation of cross-cultural, limit-case, tech advancement, or other sorts of complexities mentioned earlier? Do the student's captions keep complexity from moving into confusion? Does the student's engagement with quoted material seem to merely "check a box" on this assignment, or does it add something interesting to the project?

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Concept-Inspired Video

Due: **Week 12, Monday by 11pm**
Weighting: **50%**

Purpose:

The purpose of this task is to assess your capacity to practically engage with social media theory, by way of a social media-friendly format: short video.

Task For this task, you will be expected to create a video of no more than three minutes. In

class, you will receive a template that asks you to designate:

(1) The position you wish to assume as video maker (e.g. performer; educator; reporter; manager; marketer; etc.);

(2) The audience you wish to target with your video (e.g. children; coworkers in an office setting; Brazilian consumers under 30; comedy enthusiasts; etc.)

(3) The concept your video will engage with from our class list. Here, you will be free to build on the conceptual work you began in A1, or you can shift your focus to a different concept.

(4) The video genre you wish to work in (e.g. explainer; review; tutorial; compilation; advertisement; marketing pitch; story; reaction; tour; interview; etc.) Substantial time will be spent in tutorials viewing different video genres, so you have a better sense of how to identify a genre of interest to you, and "reverse engineering" genres, so you have a better sense of structural elements that tend to typify each genre.

(5) The platform you be keeping in mind as you work on this video. When you think of people accessing your video, what platform springs to your mind? YouTube? Facebook? WeChat? WhatsApp? Spotify? Is your project meant to be viewed as a series of Instagram stories, Snap Chats or Tik Tok installments? Is it intended for a more circumscribed network of viewers, such as those sharing a private shared drive in a company, or school?

(6) Your shot sequence/storyboard Plan: this will be where you provide a short narrative about what you want to present to your intended audience, and how you plan to structure that presentation.

Video Submission Policy

Video Uploading: Video should be uploaded to your Google Drive account (all MQ students have one; we will access ours during tutorials.) It is also acceptable to upload video to your YouTube channel (we will be setting these up in class.)

Video Template completion: Once you have uploaded your video, you can head to the A1 link on TurnitIn. There you will find brief Video Submission Template in Word format, which you need to complete and upload by the A1 submission deadline. In addition to the questions about creator, audience, genre, platform, concept, and plan discussed above, the template will have a space for you to provide a URL to access your video. It will also ask you to check a box attesting that you've added both Terri and Clementine's email address to "locked" links, so we can access them for marking.

Marking Guidelines

Projects will be scored in three categories, for an overall total of 50 points:

* Clarity of intent: 20 points

Questions we'll ask when marking: Even if it doesn't explicitly referenced, while watching the video, do we have a clear sense of how its creator positions themselves? Do we have a clear sense of the video's intended audience? Can we spot a logical connection between the content of this video and the concept the student claims to be engaging? Do we see a logical connection between all these things, and the video genre the student has chosen to use for this project?

* Pace and Communication (20 points)

Questions we'll ask when marking: As we watch this video, does it seem to us likely that its intended audience will understand the message being transmitted? Do parts of this video seem to move too quickly for comprehension? Do parts feel too slow to keep audience interest? Does the arrangement of sequences show an internal logic? Does it seem likely that this student has screened the video to at least one or two viewers for feedback, before submitting it?

* Creativity, novelty, ingenuity of thought (10 points)

Questions we'll ask when marking: Does the student go beyond surface-level engagement in this project to present something with depth of thought or expression? Does this video present an idea, an argument, an emotional engagement; a genre choice, or an aesthetic that could be considered fresh, novel, or otherwise creative?

On successful completion you will be able to:

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Delivery and Resources

Start of classes and tutorials

Classes begin Week 1.

Delivery of unit

This unit will be delivered as two-hour interactive seminar. It will combine lecture-style material with guided inquiry, production tasks, writing workshops, small group activities and discussions.

 For current updates, classrooms and times please consult the MQU Timetables website: http://www.timetables.mq.edu.au

Lecture portions of the class will be recorded for review purposes only. See Echo block on iLearn for filmed weekly lectures.Any workshops, discussions, activities or media viewed or listened to will not be available for review.

Attendance Policy

Students are expected to attend all seminars this semester. No part of this class is optional: all lectures, workshops, and peer-review sessions deliver content and are a central component of meeting the learning outcomes in this unit. Students who elect to not attend class will miss out on unit content and learning activities, and do so at their own risk.

Readings and Other Media

Please consult the iLearn site for weekly readings and media

Laptop Policy

Please DO bring your own devices for use in class (laptops or tablets + mobile phones). The library has laptops and iPads available for lending if you don't have your own. http://www.mq.edu.au/about/campus-services-and-facilities/library/facilities/computer- facilities and there are other computer labs on campus. Please also bring a pen or pencil and paper to class.

Other Technology Matters

Students are expected to make use of everyday information technologies to complete their assignments (i.e. Personal Computers, mobile Phones, freely available editing software and online publishing platforms). As this is not a production unit, students should not contact the department's technical staff for equipment or support. Feel free to challenge yourself but work within your technical abilities.

Feedback

Feedback in this unit is available in multiple forms:

- For points of relevance to the whole class, informal feedback will be given through the 'announcement' function in iLearn.
- For individual student questions related to unit activities, email communication will be used.
- For in-person consultations, students will be able to book appointments with Terri.
- For assessment feedback, students will receive numerical scores corresponding to a detailed rubric, attached to assignments marked in Turnitin.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Assess the increasingly important role that branding and celebrity plays in shaping expressions of identity (individual, group, corporate, national, activist, etc.) in the contemporary landscape, and analyse various types social media presence in terms of branding and fame theory.
- Outline the challenges (logistical, legal, ethical) of applying "classic" research, design, communication, advocacy and/or public relations strategies to social media environments.

Assessment tasks

- Illustrated Glossary Entry
- Concept-Inspired Video

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Understand and apply the concept of the "networked self" to the study of social media, appeciating that well before the internet, social networks among humans formed the the bedrock of what most of us think of as "identity" in individual, group, private, public, local and global permutations.
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Assessment tasks

- Illustrated Glossary Entry
- Concept-Inspired Video

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Understand and apply the concept of the "networked self" to the study of social media,

appreciating that well before the internet, social networks among humans formed the the bedrock of what most of us think of as "identity" in individual, group, private, public, local and global permutations.

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PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Learn how relationships between users of a social media platform are shaped by a range of factors beyond individual interaction and personal choice. These include but are not limited to: corporate policies; local laws; social norms; and accessibility issues (geographic, economic, linguistic, ability-based, etc.)

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PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Assess the increasingly important role that branding and celebrity plays in shaping expressions of identity (individual, group, corporate, national, activist, etc.) in the contemporary landscape, and analyse various types social media presence in terms of branding and fame theory.

Assessment tasks

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PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Understand and apply the concept of the "networked self" to the study of social media, appeciating that well before the internet, social networks among humans formed the the

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